

New Hampshire School-To-Work

A good education is essential for preparing New Hampshire's youth for successful careers. Achievement in the basics of academic learning—reading, writing, speaking, computation, problem solving, and reasoning—is a necessity for all students. New Hampshire educators, parents, and business people are also aware, however, that academics alone do not provide students with enough information about education and skill requirements for tomorrow's careers. School-to-Work is a locally developed, locally controlled initiative that builds and strengthens collaborations among educators, colleges, businesses, and the community to help all students attain the knowledge and experience necessary for making informed career decisions. Combining a strong foundation of academics with greater career exploration and experience in today's workplace brings a new relevance to learning and teaches skills that students can apply to any choice of career.

School-to-Work provides the knowledge and experience necessary for making informed career decisions. School-to-Work makes learning more relevant because it allows students to better understand the connection between educational choices and future career opportunities. With School-to-Work, students:

- improve problem solving and critical thinking abilities
- recognize the need for math, science, and communication skills
- develop good work habits and show increased "job readiness"
- improve technical skills
- develop leadership and teamwork skills
- benefit from exploring career

- opportunities, identifying goals, and learning how to reach those goals
- increase expectations of higher education while planning a career

The Network

As members of the New Hampshire School-To-Work Network, communities across the state are developing strategies and building collaborations among schools, businesses, parents, and other groups to better prepare their students to make informed educational and career decisions. They are working together to bring employers and employees into the classroom as well as provide opportunities for teachers and students in the workplace.

Communities statewide are:

- inspiring students to enhance academic programs with career exploration and workplace learning experiences
- encouraging teachers to cultivate relationships with business that will help incorporate current and future needs of the workplace into curriculum development
- motivating businesses to share the level of education and skills required for today's jobs and provide relevant learning experiences for students and teachers

New Hampshire School-to-Work Activities

School-to-Work is a locally developed, locally controlled collaboration among education, business, and the community designed to better prepare all students to make informed educational and career decisions. School-to-Work brings business people into the classroom and transforms the workplace into learning opportunities for both students and educators.

Ask your guidance counselor what your school might offer among the many opportunities for linking school and work:

- Internships
- Job Shadowing
- Mentoring
- Co-ops
- Career Days

For more information on School-to-Work, please contact the State School-To-Work Office at: (603) 271-3384.

Source: NH School-To-Work Network, <http://www.ed.state.nh.us/SchoolToWork/S-T-WinNH.htm>

NH School-To-Work Activities

Internships--Paid or unpaid work experience for students that is structured to help demonstrate practical applications for academic learning.

Job Shadowing--Generally a one-day visit to a workplace designed so students can observe someone at work in a specific career field. Students do not perform any work during a job shadowing experience.

Mentoring--A student is paired with an adult "role model" who can help him/her with educational and career decisions. Some of the roles and responsibilities of a mentor include:

- informing the student about workplace norms and customs
- providing caring, consistent support and guidance
- setting high expectations and regularly reviewing progress

Co-ops--A program that combines vocational coursework with part-time work experience during the school year. Training agreements are used to outline what students are expected to learn and what employers are expected to provide.

Career Days--An opportunity for local community members to visit a school to share career experiences with an interested group of students

Teacher Shortage?

At a time when educational quality tops the public's list of electoral concerns, urban classrooms across the U.S. continue to suffer serious teacher shortages. Given the expected surge in public school enrollment, the problem of too few teachers is likely to get far worse before it gets better.

Student enrollment, which hit record highs this fall, is projected to continue to grow rapidly during the next ten years. According to the U.S. Department of Education, by 2006, America will educate almost three million more children than today—more than 54 million youngsters.

[The Urban Teacher Challenge report](#), released by Recruiting New Teachers, Inc. in January 2000, examined the nation's major urban school districts

2,000,000 Teachers Needed--In the next ten years, America will need to hire two million teachers to meet rising enrollment demand and replace an aging teaching force. Half of our nation's teachers will retire during this time period.

and found that almost 100% have an urgent need for teachers in at least one high need subject area, such as special education (97.5%), science (97.5%), and math (95%). An acute shortage also exists for bilingual and English as a Second Language (ESL) teachers and educational technology specialists.

HELP WANTED Teachers

About two-thirds (60%) of these urban districts allow non-certified teachers to teach under an emergency license. The same percentage allow for hiring of long-term substitutes. In all, 82.5% of districts allow non-

credentialed teachers in the classroom.

There is an immediate demand for teachers in a broad range of subject areas. Across grade levels, most districts (97.5%) say they have an immediate demand for special education and 75% of districts say they have immediate demand for teachers in three fields: science (97.5%), mathematics (95%), and bilingual education (72.5%).

More than half of the districts responding to the survey (52.5%) report a need for more elementary teachers. There also is high need (82.5%) for male teachers.

Source: Recruiting New Teachers, Inc. Website: Field Facts, <http://www.rnt.org/index.html>

CRITICAL SHORTAGE AREAS IN NEW HAMPSHIRE 2001-2002 SCHOOL YEAR

ACCOUSTICALLY HANDICAPPED
ASSOCIATE SCHOOL PSYCHOLOGIST
CHEMISTRY EDUCATION
EMOTIONALLY DISTURBED
ENGLISH AS A SECOND LANGUAGE
FAMILY & CONSUMER SCIENCE
EDUCATION
FOREIGN LANGUAGES
GENERAL SPECIAL EDUCATION
GUIDANCE COUNSELOR
LEARNING DISABILITIES
MEDIA GENERALIST
MATHEMATICS (5-8)
MUSIC EDUCATION
PHYSICS
PHYSICALLY HANDICAPPED
READING SPECIALIST
SCHOOL PSYCHOLOGIST
SPEECH/LANGUAGE SPECIALIST
TECHNOLOGY EDUCATION
(Industrial Arts)
VISUALLY HANDICAPPED

Source: NH Dept of Education Website, <http://www.ed.state.nh.us/Certification/memo.pdf>